



Greene County Council on the Arts
In Partnership with the Columbia County Council on the Arts & Questar III

Arts in Education Partnership Grants for the Twin Counties

Matching Funds Available for AIE Partnership Programs in Schools during 2011-2012

About the Program: The Twin Counties Partnership is a local arts in education funding program administered by the Greene County Council on the Arts (GCCA) in partnership with the Columbia County Council on the Arts (CCCA) and Questar III. This program is funded and supported by the Local Capacity Building Initiative of the Arts in Education Program of the New York State Council on the Arts (NYSCA).

NYSCA's Local Capacity Building Initiative is a statewide effort to provide local support for widespread participation in arts in education. To that end, the GCCA was invited by NYSCA to make grants in support of partnerships between schools and teaching artists or cultural organizations that focus on the integrated study of the arts and non-arts subjects.

Additional sponsors include Stewart Shops Holiday Match and Wal*Mart.

Who Can Apply? The applicants of record for this program will be a school and either an individual teaching artist or a cultural organization. However, eligible projects will involve a direct collaboration between at least one classroom teacher and one teaching artist. Funding decisions are based on the criteria and local funding priorities as they are outlined in these application materials.

\$ Awards typically range from \$500 to \$3,000.

Grant Application Seminars

Wednesday, September 28, 4PM at **GCCA, 398 Main St, Catskill**
Thursday, September 29, 4PM at **CCCA, 290 Warren St, Hudson**

Application Deadline:

☺ All 2011-2012 Programs DEADLINE: **October 28, 2011**

Questions?

Contact Kay Stamer,
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Timeline

Application Deadline:
Hand delivered or
postmarked by -
Friday, Oct. 28, 2011

Panel Review -
Mid-December 2011

Award Notification
following GCCA Board
approval - Mid-January
2012.

Contracts & Payment
Contracts will be mailed
mid-February. Payment to
schools will be made upon
receipt of signed contract.

Partial funding is a possibility.
In the case of non-funded
programs, applicants have the
right to appeal the decision.

Arts in Education Partnership Grants for the Twin Counties

Eligibility Criteria

Partnerships between schools and teaching artists or cultural organizations are eligible to apply:

- Schools may be public, private, parochial or charter. BOCES related schools are also eligible.
- Schools must be based in Greene or Columbia County, serving grade pre-K through 12.
- Cultural organizations must show evidence of non-profit status.

Projects are eligible if:

- Activities occur during the school day. If an extended school day is utilized, teachers and the entire class must be involved.
- Projects involve a minimum of 3 contact sessions between the same teacher, teaching artist and "core" group of students. These contact sessions must be separated by time (a day or days).
- Project activities and outcomes are collaboratively planned, designed, taught, and evaluated by the participating teacher(s), teaching artist(s), and other school and community members.
- Student learning goals will address the New York State Learning Standards for the arts and, if applicable, the non-arts subjects.

Plus Factors:

Proposals may score higher in deliberations if...

- Artists are residents of New York State;
- The school's certified art, music, dance, and/or theater teachers participate in the project in addition to the non-arts teacher(s);
- Collaborative professional development activities support the project;
- The school partner contributes cash to the project.

This program does not fund:

- Home schools;
- Stand-alone assembly programs, single performances, or one-time visits to cultural institutions;
- Projects that appear to replace the role of certified art, music, dance, or theater teachers;
- Extracurricular activities that take place after the school day, in the summer, or during non-school hours;
- Programs for which selected students are taken out of regular classes or are self-selected for participation; or
- College-level courses, scholarships, contests, or student performing groups.

Requirements for successful applicants:

- **Promotion & Credit** - Schools must be willing to document and publicize the project activities in and out of school crediting the GCCA and the Twin Counties Partnership, the New York State Council on the Arts, and other funders (listed on the front page of these guidelines and on your contracts). Letters should be written to your elected officials at the state and local levels informing them of your program and crediting the above funders.
- **Scheduling** - Schools must notify GCCA of any scheduling changes to facilitate auditing by staff or panelists.
- **Payment of Artists Fees** - Arrangements must be made to pay artists in a timely manner.
- **Final Report** - Schools must complete a final evaluation and financial statement on a form provided by GCCA - or - submit a copy of their BOCES evaluation form. Either form must be submitted to the GCCA no later than one month after the completion of the project. The artist or cultural organization will also provide an evaluation form at the conclusion of the project.

Supporting Materials

- Include resumes of artists or non-profit status of cultural organization involved in the project.
- Supplementary materials may include: Videos, CDs, Letters from school administrators, classroom teachers, and other school groups expressing support and interest in the project.

Project Narrative

Project Title & Overview: Briefly summarize your project in one to three sentences (50 words or less).

The Detail Statement: Briefly describe what the students, teachers and teaching artists will be doing during this project. Please answer each question below in your description.

- What is the topic or theme of the project? The broad theme that cuts across content areas.
- What is the need, opportunity or challenge you are trying to address?
- What are the art form(s) and non arts subjects that will be investigated?
- What is the time frame for the project, including the number of sessions with the teaching artist?

Goals Outcomes & Assessments (Please answer each question below.)

- What do you want the students to know, understand or be able to do as a result of this project?
- What are the student learning goals in both the art form and the non-arts disciplines?
- What NYS learning standards will be covered in both the arts and non-arts curriculum and how will they be addressed? For information on learning standards, visit: <http://www.emsc.nysed.gov/nysatl/standards.html>.
- Describe how you will assess the extent to which students have met the learning goals. What will you use as tools for assessment? Note: These should be qualitative assessments.

Timeline: Provide a brief timeline of the project activities.

- Include preparatory and in-progress planning meetings, teaching artist contact sessions with students, sessions where teachers will work with students on relevant content before or between teaching artist sessions, in-class reflection sessions, evaluation sessions either in-class with students or post-residency evaluation sessions with planning team and professional development sessions if any were attended by planning team members.
- For each event on the timeline list the date, who was in attendance- planning team members, teachers, core student group, teaching artist, administrators, etc.- and what was covered.

Community Awareness and Involvement

- Describe how parents, the entire school, community members and local government officials will be made aware of, involved in and benefit from the project.

Planning and Implementation Team

- Attach a list of the Planning & Implementation Team Members. Be sure to include both the school and the cultural side of the partnership. Include the following information for each: Name, Address, Role in Project, Position or Affiliation, E-mail, Telephone. This list can be included as an attachment.
- Briefly describe the credentials and previous experience, or provide resume(s) as an attachment, of the teaching artist(s) who will be involved in the project.

Previous Funding

If you previously received funding for this project, describe what you learned from your evaluation process and what improvements you are planning to implement.

Applications will be reviewed based on the follow criteria:

- Clarity and appropriateness of the shared educational and artistic goals and expected student outcomes in relation to proposed project activities and grade levels served.
- Degree to which the project will support New York State Learning Standards and strengthen learning of curricula in both the art and non-art subjects.
- Degree to which the timeline will allow for reflection, further investigation, and fine tuning between sessions.
- Appropriateness of professional development activities in relation to project goals and expected student outcomes. (If applicable)
- Degree to which certified art, music, dance, and/or theater teachers will participate in the project. (If applicable)
- Clarity, appropriateness and feasibility of evaluation and student assessment plans.
- Quality of expertise and appropriateness of proposed artists or professionals.
- Appropriateness of the members of the planning and implementation team.
- Appropriateness and cost-effectiveness of the proposed budget.

***All applications must be typed and signed.
Submit original and 3 copies with supporting materials.***

Twin Counties Arts in Education Partnership Grant

BUDGET INSTRUCTIONS

Generally, the school partner contributes some cash toward the expenses of the project. The more the school is able to contribute, the higher the proposal may score during panel deliberations. However, if the partnership is unable to garner any financial support for this project, please explain why and describe specific efforts to find sources of income.

Please note: Financial support can sometimes take the form of in-kind contributions and should be listed on the budget explanation page (e.g. donated items or materials that would otherwise be an expense).

See below the list of income examples; in-kind and cash.

Recommended minimum artist rates: \$250 per school day or \$40 per hour.

EXAMPLES OF TYPES OF EXPENSE AND INCOME CATEGORIES COMMONLY USED IN ARTS-IN-EDUCATION PARTNERSHIPS

EXPENSE EXAMPLES:

- Substitute teachers to cover time when teachers are at planning and professional development meetings.
- Payments to teachers for after school work or planning time.
- Materials and supplies.
- Buses for field trips
- Administrative personnel at the cultural organization.
- Teaching artist fees: planning, professional development, class time.
- Travel reimbursement for teaching artist.

INCOME EXAMPLES:

- School district professional development funds used toward the teachers' professional development for the partnership.
- School district bus funds that can be used for the partnership
- School district substitute teacher funds that can be used to release teachers from the classroom for planning time and/or professional development.
- School district Titled funds that could be put toward the partnership to serve eligible students.
- School district funds used to purchase materials or equipment to support the project.
- Parent-teacher organization funds or fundraising events.
- Educational foundation funds that may be available to teachers (school district).
- Local businesses solicited to contribute.
- Classroom fundraising events.
- Contributed funds from the cultural organization's foundation.
- Community foundations
- Earned income from the cultural organization
- Any source other than the New York State Council on the Arts (ESP grants).

IN KIND

- Any donated contributions of time, supplies, equipment and/or space from the school, artist, volunteers or community members.

Twin Counties Arts in Education Partnerships Grant
BUDGET WORKSHEET
(See sample budget on next page)

You may want to attach a separate page for budget explanations and the breakdown of supplies and time or in-kind income.

EXPENSES:

Type of Expense	<u>A</u> List each Project expense	<u>B</u> Breakdown Details	<u>B</u> School will pay	<u>C</u> Cult. Org will pay	<u>D</u> Grant will pay
School Expenses					
Sub. Teachers					
Buses					
Teacher after school time					
Materials/Supplies					
Other					
Artist/Cultural Org Expense					
Admin. Personnel					
Artist Fees					
Materials/Supplies					
Travel					
Other					
Totals					
					↑ Grant Request

Column A minus columns B & C equals your grant request, Column D

Will you accept partial funding? How will this affect your project?

This project is not currently supported by or under consideration for NYSCA ESP.

Signature of School Administrator

Twin Counties Arts in Education Partnerships Grant
SAMPLE BUDGET WORKSHEET

EXPENSES:

Type of Expense	<u>A</u>	<u>B</u>		<u>C</u>	<u>D</u>
	List each Project expense	Breakdown Details	School will pay	Cult.Org will pay	Grant will pay
School Expenses					
Sub. Teachers	\$80	1 sub @ \$80	\$80		
Buses	\$160	1 bus to visit Cultural organization	\$160		
Teacher after school time					
Materials/Supplies	\$50	Paper, paints & Brushes – Art budget	\$50		
Other	\$30	Food for art show reception	\$30		
Artist/Cultural Org Expense					
Cult. Org. Admin. Personnel					
Teaching Artist Fees	\$800	3 contact sessions @\$250/day + 1 plan session @ \$50			\$800
Materials/Supplies	\$200	Poster board, tissue paper, paints			\$200
Travel	\$75	50 miles x 3 days x .50/mile			\$75
Other					
Totals	\$1,395		\$320		\$1,075
					↑ Grant Request

*** Column A minus columns B & C equals your grant request, Column D.**

\$1,395 (Col. A) minus \$320 (Col. B) minus \$0 (Col. C) = \$1,075 (Col. D.)

Note:

You will not have anything in Column C if you are working with a teaching artist only. A cultural organization will be a not for profit entity like a museum.